



4125 Humphrey Street | St. Louis, MO 63116
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Liberated Genius Professional Development Offerings (Example)

Presented by Dr. April Warren-Grice, Liberated Genius, Founder and CEO

The following proposal offers workshops that will provide educators with essential knowledge, skills, and strategies to work, teach, and lead in an equitable manner. Workshops will address the following topics presented by Dr. April Warren-Grice and Liberated Genius facilitators.

The difference between doing social justice work versus being socially just

By looking at the difference between doing social justice work and being socially just, we will explore and reflect on ways we can help all students reach their highest potential by being inclusive, equitable, and transformational. This foundational workshop is essential for learning how to engage power with students and families in less coercive and more creative ways.

In this workshop, we will use pop culture, personal experiences, and current events to:

- Explore the meaning of social justice and educational equity;
- Reflect on our own beliefs and practices; and
- Discuss ways to move from the doing to the being.

Oppression: But it's just about morals, right?

By looking at various forms of systemic issues, we will explore and reflect on ways oppression influences each of us and plays out in schools. In this workshop will we use literature, personal experience, statistical data, and current events to increase racial awareness and improve cultural competence. This session will assist participants with meaningful frameworks for better understanding the racial dynamics and cultural complexities present in schools and districts.

In this session, we will explore:

- Systemic racism and other forms of oppression;
- Equity traps that lead to inequitable schools o Deficit thinking
 - Deficit discourse
 - Stratifying programs, such as but not limited to school discipline; and
- Strategies to avoid equity traps.



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Culturally relevant pedagogy

In this session, we will explore, Gloria Ladson-Billings (1995) concept of *Culturally Relevant Pedagogy* (CRP) as an instructional approach to improve school outcomes through the three central elements: 1) student achievement, 2) cultural competence, and 3) sociopolitical consciousness.

In this session, we will study the following aspects of CRP:

- Educators who utilize CRP view students' personal, cultural, and linguistic diversity as strengths rather than deficits to create effective educational practices;
- The missteps of looking for a step-by-step guide for teaching diverse students. This pitfall only leaves educators feeling frustrated. Instead, this session emphasizes that there is no prescription, and allows educators to tap into student brilliance, creativity, and resourcefulness;
- CRP is centered on understanding the influences of the larger sociopolitical context; and
- CRP helps educators understand the importance of being socially conscious about culture and learning.

This session emphasizes 1) the importance of authentic and meaningful relationships with students and families, 2) an appreciation and celebration of diverse ways of knowing, doing, and being, and 3) understanding the role of culture in the learning process. The goal is to help educators understand the importance of tapping into prior knowledge in a socially just way to bridge culture, academics, and the community at large for a positive school experience for all students.

Reimagining a Transformed and Equitable School Community

This session is specifically designed for a school/district and community retreat to reimagine and create an equitable school/district together in a fun and relaxed way. This retreat is designed for educators, parents, students, and community members. Focusing on schools being socially just versus doing social justice work, we will delve into the practical manifestations of what an equitable school/district looks, feels, and acts like for all students and families. This session will also examine the question of how the school/district can have and be a sustained transformative school community. This session requires prior interviews and focus groups with students, educators, families, and community members.



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This session will include:

- An overview of school statistics and interview and focus data;
- Facilitated small group discussions collecting data on how to create and maintain an equitable school and community partnership;
- Large group sharing of the themes;
- Small and large group work reimagining a sustained transformative school community.
- Next steps for practical implementation

A custom program for your organization

This session is based off the needs of your organization. The Liberated Genius team will listen to and for your needs in a consultation session. Afterwards we design a program unique and specifically for your group.

Time: Each session will last approximately be determined by the needs of your organization.

About Liberated Genius: Liberated Genius is a location-independent creation-space for equity, access and wellness. We bring D.O.P.E.* people together to play, dream, and imagine infinite possibilities where underserved groups are seen, and their genius recognized, nurtured, and celebrated. Together we re-imagine and transform the lives of marginalized youth by providing equitable opportunities through learning and action.

*Designers of Opportunities Pushing Excellence